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ABSTRACT

This report from the 1987 annual meeting of the Association for Educational Communications and Technology contains biographical data on the panelists in a session on selected international distance learning institutions and brief summaries of the following presentations: (1) "The Central Agricultural Broadcasting School of China" (Clement Chow); (2) "AUSSAT and All That! Reaching the Australian Outback" (Brian Fowler); (3) "Distance Education in Thailand: The STOU (Sukhothai Thammathirat Open University) Story" (George A. B. Moore); (4) "Distance Education in Turkey: The Open Education Faculty" (Karen L. Murphy and Marina Stock McIsaac); and (5) "Video-Supported Distance Education: A U.S.A. Historical Perspective" (James J. Zigerell). Background data are also provided for the Central Agricultural Broadcasting School of China, the School of the Air (Queensland, Australia); Sukhothai Thammathirat Open University (Thailand); and the Turkish Open Education Faculty. (MES)

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AECT Annual Meetings, 1987. Atlanta, Georgia
Concurrent Session: Thursday, 26th February
10:30 - 11:45 AM

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EDUCATIONAL TECHNOLOGY'S MAJOR SUCCESS STORY: A REVIEW OF SIMILIARITIES, DIFFERENCES, AND LESSONS LEARNED IN SELECTED INTERNATIONAL DISTANCE LEARNING INSTITUTIONS

* *

Participants:

Clement Chow: "The Central Agricultural Broadcasting School of China"
Donald P. Ely: (Discussant) and "Progress Report: Universitas Terbuka"
Brian Fowler: "AUSSAT And All That! Reaching the Australian Outback"
David Giltrow: (Session Organizer and Chairperson)
George A.B.Moore: "Distance Education in Thailand: The STOU Story"
Karen L. Murphy and Marina Stock McIsaac: "Distance Education in Turkey: The Open Education Faculty"
Rahman Vahidi: (Discussant: Technical Educ. Through Distance Education)
James J. Zigerell: "Video-Supported Distance Education: A U.S.A. Historical Perspective"

NOTE: Regarding audience questions and comments...

Because of the number of participants and the AECT time constraint of 75 minutes, it is regretted that there will not be sufficient time to take audience questions and comments. It is suggested that the participants and members of the audience interested in further discussion remain in the meeting room after the formal closing for informal exchange. We assume the room will not be required until the afternoon sessions. There is also the option of adjourning to the International Lounge to continue the discussion. I apologize for any fruatration which may arise from this arrangement.

David Giltrow

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BIOGRAPHIC INFORMATION ON PANELISTS
(Alphabetical order)

CLEMENT CHOW Title and Address: Assistant Professor, 19A Exhibit Hall, Telecommunicative Arts, Iowa State University, Ames, Iowa, 50011 (515) 294-5000

Title of Presentation: THE CENTRAL AGRICULTURAL BROADCASTING SCHOOL OF CHINA

Background: Clem Chow was born in China, completed schooling in Hong Kong, and obtained BS and MA degrees at the Univ. of Sydney, Australia, where he served as a producer for the university's television service. His Ph.D. is in instruc. tech., Syracuse Univ. He joined Iowa State as its first coordinator for instructional development and later went to ISU's Dept. of Speech Communications to teach in the Area of Telecommunicative Arts. Clem's first consultative work in China was in the use of video for education in 1980 sponsored by FAO/Rome. His most recent consultation was in Dec. 1986-Jan. 1987, where he continued his work with the Central Agricultural Broadcasting School (CABS). Clem is the immediate Past President of the AECT International Division.

* * *

DONALD P. ELY Title and Address: Professor of Education and Director, ERIC Clearinghouse on Information Resources, Huntington Hall, Syracuse University, Syracuse, NY 13210 (315) 423-3640

Title of Presentation: (DISCUSSANT) and PROGESS REPORT: UNIVERSITAS TERBUKA, INDONESIA

Background: Don Ely obtained his BA in English at SUNY/Albany. His MA in Education and Ph.D. in communications and psychology were earned at Syracuse Univ. He first started teaching at Syracuse in 1956 while a graduate student. Don's direct commitment to international aspects of instructional technology came while spending a year in Chile (1963) as Senior Fulbright Prof. in Ed. Tech. Since then, he has been a visiting scholar and/or consultant in the Philippines, Peru, UK, Iran, Australia, the Netherlands, and Indonesia. One of Don's significant contributions to distance education was in fostering the evolution of instructional development and design models in the early 1960s. He was instrumental in the early planning of Indonesia's Universitas Terbuka (Open Univ.), and guided the advanced education at Syracuse of several of its staff members. He recently visited the UT's new campus outside of Jakarta last month (Jan. 1987) during another consultancy. Don's considerable influence on instructional technology throughout the world was recognized last year when he received the International Division's Distinguished Service Award. He is an AECT Past President.

* * *

BRIAN FOWLER Title and Address: Lecturer in Educ. Tech. and Computing, School of Educ., Darling Downs Institute of Advanced Education, Toowoomba, Queensland, 4350, Australia

Title of Presentation: AUSSAT AND ALL THAT! REACHING THE AUSTRALIAN OUTBACK

Background: Brian Fowler is another graduate of the Univ. of Sydney with BA and M.Ed.(Hons) degrees. He taught in several Australian secondary schools before becoming a Lecturer in Educ. Media at the Canberra College of Advanced Educ. in 1973. Brian went to Darling Downs in 1975 and has specialized in computer usage in education, receiving a graduate diploma in information processing in 1984. He is currently working on the application of computers in music education. Brian is the chairman of the Queensland Advisory Committee for the National Graduate Dip. in Media, Australian Film and Television School. Given the large distances and low population densities in Australia, it is appropriate that technology has found valuable applications in Australian educational systems, particularly using distance education methods which Brian describes in his presentation.

DAVID GILTROW Title and Address: Independent Consultant; Box 389, Santa Fe, NM 87504 (505) 988-4751

Title of Presentation: (SESSION ORGANIZER and CHAIRPERSON)

Background: Dave Giltrow received his BA from the Univ. of Michigan; MSc and Ph.D. in instuc. tech. from Syracuse. He worked four years at Chicago's TV College before taking on various overseas consulting assignments, primarily in Africa. From 1980-84, he was Adjunct Assoc. Prof. in instruc. tech. at Utah State Univ, in charge of a USAID-supported agric. educ. project in Tanzania, East Africa. His international work began in 1961 as a volunteer in Tanzania's govt. film and audiovisual unit which led to later dissertation research back in that country. He was involved with early planning of the Universitas Terbuka and has closely followed the development of distance education in several other countries. He is currently Executive Secretary, Communications Consultants Cooperative International, a cooperative association oriented to providing excellence in consulting services to developing nations.

* * *

GEORGE A.B.MOORE Title and Address: Assoc. Prof. and Chairman, Dept. Rural Extension Studies, Guelph University, Guelph, Ontario, Canada, N1G 2W1 (519) 824-4120

Title of Presentation: DISTANCE EDUCATION IN THAILAND: THE STOU STORY

Background: Ab Moore has a BA from the Univ. of Western Ontario, a BD from Victoria University, and MA and Ph.D. degrees in instuc. tech. from Syracuse. In 1964, he started the instruc. tech. program at Sir George Williams Univ. in Montreal and since 1972 has been at the Univ. of Guelph as Director of AV Services and later Director of Educational Practice. Ab is currently Chairman of the Rural Ext. Studies Dept. Guelph's noted international interests have widened his work to include Africa, the Caribbean, Australia, and various parts of Asia where he has been a consultant/visiting scholar with several institutions. Like many instuctional technologists, Ab has developed applications for computers in education. He was Research Director for the Telidon Project which has spawned a microcomputer-based course authoring and presentation system called VITAL--used now at STOU (Sukhothai Thammathirat Open University, Thailand).

* * *

KAREN L. MURPHY Title and Address: Research Assistant, Educ. Comm. and Tech. Program, College of Educ. DQ-12, Univ. of Washington, Seattle, WA 98195 (206) 543-6636

Title of Presentation: (With Marina Stock McIsaac) DISTANCE EDUCATION IN TURKEY: THE OPEN EDUCATION FACULTY

Background: Karen Murphy received a BA in psychology from Lawrence Univ. (Appleton, Wisc.) and an MEd. in higher educ. admin. from Western Washington State Univ., Bellingham. She is currently completing her Ph.D. in educ. tech. at the Univ. of Washington. She spent last summer at the Turkish OU conducting dissertation research on the motivation of distance education students in the Turkish OU Education Faculty. Karen has taught school for eight years in the USA and seven years in Turkey and Cyprus. Her professional interests include training in conflict management, cross-cultural living and communication, and English as a second language (she speaks Turkish and Spanish). Karen serves as Director of International Cooperative Education in Turkey, a program to provide North American students with summer internships and living experiences in Turkey.

MARINA STOCK McISAAC Title and Address: Currently on sabbatical leave as Fulbright Prof. in Distance Educ., Univ. of Anatolia, Open Education Faculty, Eskisehir, Turkey. Tel: (221) 50581 (After Sept.1: Assoc. Professor, Dept. Educ. Tech. and Library Science, Arizona State Univ., Box FLS, Tempe, AZ 85281 (602) 965-7191)

Title of Presentation: (With Karen Murphy) DISTANCE EDUCATION IN TURKEY: THE OPEN EDUCATION FACULTY

Background: Marina Stock McIsaac received a BA in French from Pomona College, Claremont, Cal. Her MA in library science and Ph.D. in educ. tech. are from the Univ. of Wisconsin/Madison. During her sabbatical this year in Turkey, Marina is teaching educ. tech. and working with the Open Education Faculty which is responsible for delivering courses to 100,000 students enrolled in Business Administration and Economics courses in 19 centers throughout Turkey. Her current research is in the study of cross-cultural differences in pictorial interpretation.

* * *

BAHMAN VAHIDI Title and Address: Independent consultant; 14103 Donart Dr., Poway, CA 92064 (619) 748-6628

Title of Presentation: (DISCUSSANT: Technical Educ. Through Distance Education)

Background: Bahman Vahidi is a mathematician, engineer, and computer expert now working on educational problems using his technical background. His MSc is from the Univ. of Michigan and his Ph.D. is from the Univ. of California at San Diego. Coming to the USA in 1960 from his native Iran, he returned there in the mid-1970s as Vice-Chancellor of the Free University of Iran, an open university system. With the change in government in Tehran, Bahman returned to the USA as an independent consultant and instructor in computer and mathematics courses at UCSD. He was an early planner and consultant for the Universitas Terbuka and other educational technology projects in Indonesia. Bahman has most recently been developing microcomputer software for the teaching of mathematics using innovative expert systems approaches.

* * *

JAMES J. ZIGERELL Title and Address: Consultant and Executive Director, Instructional Telecommunications Consortium, American Assoc. of Community and Jr. Colleges, One Dupont Circle NW, Suite 410, Washington, DC 20036 (202) 293-7050

Title of Presentation: VIDEO-SUPPORTED DISTANCE EDUCATION: A USA HISTORICAL PERSPECTIVE

Background: Jim Zigerell received BA and MA degrees in English from Loyola Univ. (Chicago) and a Ph.D. in English language and literature from the Univ. of Chicago. Jim taught the first English course presented by TV College in 1957. He later joined the staff of TV College--part of the City Colleges of Chicago--as an administrator where he was Dean from 1965 to 1976. During this period, he described and demonstrated the TV College model to a visiting British delegation led by Minister of Education Jenny Lee in 1968. Their favorable report led to the creation of the British OU in the early 1970s. He retired from the City Colleges in 1978 as Assistant Vice Chancellor for Instruction and Staff Development. Since then, Jim has been a part-time consultant for the AACJC and the Executive Director for the Instructional Telecommunications Consortium, with some 40 member institutions in the USA and Canada. He has served as a consultant to various foundations, organizations, institutions, and instructional program series, including the Japanese University of the Air and the Italian Television System (RAI). With this background, Jim is in a unique position to discuss the the evolution of video and television-based distance education since its origins in the 1950s.

1987 AECT Annual Conference

Paper session: Educational technology's major success story: A review of similarities, differences, and lessons learned in selected international distance education institutions.

The Central Agricultural Broadcasting School of China

Summary background data on the institution:

1. Location: The Central Agricultural Broadcasting School (CABS) has its headquarters in Beijing, the capital of China. It has branch schools in 28 provinces, municipalities and autonomous regions. Classes reached down to the village level. There are more than 24,000 classes with over 800,000 students.

2. Year first students admitted: July, 1981.

3. Degree(s)/diploma(s)/certificate(s) awarded, incl. subject matter: High school diplomas/certificates in agronomy, agro-economic management, animal husbandry and freshwater fish farming. New specialties (curricula) to be added are marketing and agricultural statistics.

4. Average length of time to completion of diploma: 3 years.

5. Transferability of credits to other institutions: credits fully transferable within the CABS system. The granting of diploma/certificate is authorized by the State Education Commission.

6. Type of instructional technology in use: radio, audio tapes, printed instructional material and starting February, 1987, 4 hr/wk of TV instruction will be transmitted through the second satellite-delivered national channel.

7. Requirements for admission: By reaching the required level in the entrance examination.

8. Control and funding: CABS is operated entirely through funding by the Ministry of Agriculture, Animal Husbandry, and Fishery and the local provincial/municipality administrative units.

9. Other institutions which were used as models: None at the time of the establishment of the CABS.

10. Other pertinent information: The CABS is planning to change its name to The Central Agricultural Radio and Television School (CARTS) starting February 1, 1987 as it begins to transmit laboratory demonstration and teacher education TV programs nation-wide.

The Central Agricultural Broadcasting School of China

Introduction

The CABS was established in 1980 by the then Agriculture Commission with the support of nine other agencies which included the Ministry of Education (now State Education Commission), the Central Broadcasting Administration (now Ministry of Radio, Film and Television), the Central People's Broadcasting Station and the Ministry of State Farms. Because the Chair of the steering committee for CABS is Mr. He Kang, Minister of Agriculture, Animal Husbandry and Fishery and the president of CABS is Mr. Liu Xigeng, former Vice Minister of the same ministry, the CABS enjoys support from the ministry and the central government. In 1984, the CABS was elevated to the bureau level within the ministry. In 1986, the CABS issued diplomas to its first graduates. The CABS enjoyed popularity and support in the rural areas as the rapidly developing rural economy demands technical and managerial knowledge.

Similarities and Differences

Structurally, the CABS has many similarities with distance education institutions elsewhere. It was no students in its headquarters. However, the overall structure representing the levels of administration of the CABS mirrors that of the government. Much of the administrative responsibilities also rest with the branch schools. Before the CABS develops any new curriculum, it collect needs information from the branch schools. After the decision is reached to create a new curriculum, a general curricular meeting is call with the participation of representatives from the provincial branch school instructional staff. The headquarters office is responsible for the selection of instructor, development of the curricular materials (AV as Well as print) and the writing of the examination questions. The headquarters office also arranges for the distribution of all instructional materials including the setting of broadcasting times and duplication/distribution of audio tapes. Soon, their responsibilities will include the duplication and distribution of video tapes as well. All examinations are conducted uniformly on the same date nation-wide.

The uniqueness of CABS perhaps lies in its emphasis on the agricultural development of China and that it is a high school level institution focuses primarily on vocational education. Another important feature of the CABS is the fact that local units that have the capability to operate the branch school at that level are encouraged to do so. Thus, some municipal branch schools are operated by the education unit rather than the agricultural office. The headquarters office, though, holds certain authority over the operation of the school. For example, the headquarters office sets all

examination dates and handles the printing and distribution of all examination papers. It also has a great deal of authority over the admission process. The local branch schools, on the other hand, have the option of offering short courses uniquely suited to local needs and conditions. Most of these short courses build on the basic course offered by the headquarters office. Overall, while holding authority over a number of the administrative decision-making processes, the headquarters office is highly sensitive to the needs and wishes of the branch schools.

Future Plans

The CABS plans to change its name to CARTS (the Central Agricultural Radio and Television School) to reflect its new adopted mode of delivery. CABS is responsible for 4 hours a week of television broadcast through the second satellite-delivered national channel (the first one officially began operation on October 1, 1986 is devoting its entire seventeen-hour transmission day to teacher education programming and delivery of instruction for the Central Radio and TV University). The series under development cover laboratory and instructional demonstration. Examples are chemical laboratory procedures and demonstration of experiments; biological demonstrations and demonstration of dissection procedures using cows. Also planned are series on teacher education for tutors in the 24,000 classes.

It is quite conceivable that hours for these television instruction will increase in the future. The CABS is carefully planning in preparation for such expansion. One of its approaches is the development of production and duplication capabilities at the provincial and even some county branch schools.

The CABS also has a long-range plan to expand its offerings upward to the higher education level. Given the general atmosphere of support for secondary and higher education development in China, especially in the area of audiovisual education, this plan has a better than average feasibility of becoming reality.

SUMMARY DATA

AUSSAT AND ALL THAT !
REACHING THE AUSTRALIAN OUTBACK

Institution: School of the Air - Queensland

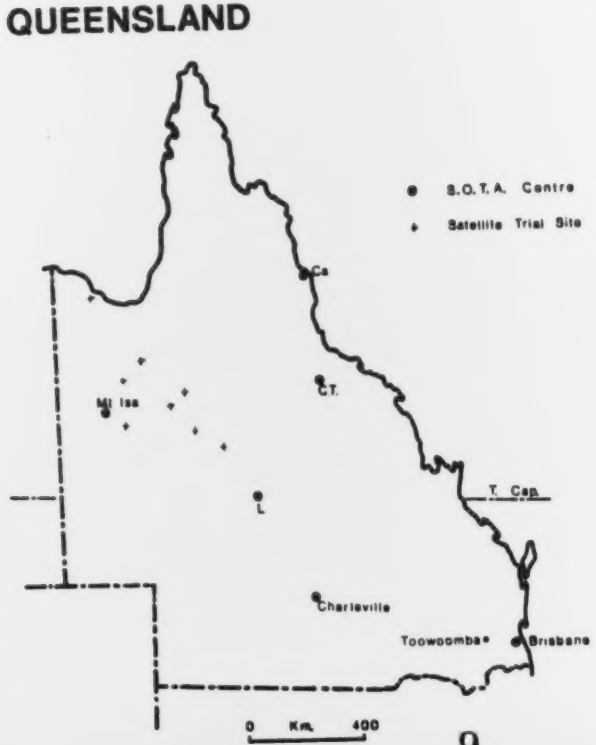
Locations(1986): Charleville, Mount Isa, Cairns;

Years students first admitted: 1960 to 1966
eg. Charleville 1966 - 1 teacher, 45 students,
1986 - 10 teachers, 385 students;
(covers 750,000 sq.Km)

Subject matter: Oral component of normal correspondence schooling for Grades 1 to 7;

Instructional Technology: Printed correspondence booklets, two-way HF radio, loan videos,
Mt. Isa trial of satellite link for audio and computer communications;

Funding: Government, equipment loaned to families.



AUSSAT AND ALL THAT !
REACHING THE AUSTRALIAN OUTBACK

A brief summary of the paper by Brian Fowler
Darling Downs Institute of Advanced Education

The Problem: Australia is a country of low population density, its 16 million concentrated on the eastern coastal fringes and capital cities. Sixty-two percent of the population live in the eight state or territory capitals whilst over 90 percent live in the cities and towns of various sizes which are quite well supplied with educational facilities. At the other end of the scale many families in the outback or mountain regions live at least 20 km and in some cases over a hundred km from their nearest neighbour, let alone a school. These families have always had a problem of isolation, and a problem of obtaining an education for their children. In these situations the children either travel up to three hours each way to the nearest one-teacher school or have tuition at home by correspondence.
This paper specifically looks at the problem of isolation in the state of Queensland and the solutions, both traditional and innovative attempted there. Queensland is a state larger than Texas, New Mexico, Colorado, Kansas and Oklahoma together, but has a population of 2.5 million concentrated mainly along the eastern seaboard.

Traditional solutions: The Queensland Primary Correspondence School was set up by the State Government in 1922 and in 1986 had over 1700 children up to Grade 7. There is also a Pre-school and a Secondary Correspondence School which were set up later.
The first application of technology other than print was the introduction of the School of the Air in Cloncurry in 1960. By 1966 there were three S.O.T.A. centres - Mt. Isa (moved from Cloncurry), Charleville and Charters Towers (later moved to Cairns) which were each associated with the Royal Flying Doctor Service and using its radio network.

Charleville S.O.T.A.: This is the largest in the world and currently caters for 385 primary age children within 1000 km of Charleville and provides supplementary material and contact for these children who are already using the Correspondence School material. The Correspondence School concentrates on written work, S.O.T.A. on oral, whilst trying to provide a classroom atmosphere for the children.

Schools of the Air bridge the oral communication gap in many ways. They:
* provide a three way communication from teacher to child, child to teacher, and child to child;
* assist the home tutor by explaining problems met in correspondence papers and answering queries directly;
* enrich the written program with music, news and group activities such as plays and clubs;
* develop a sense of closeness and of belonging to a special group or classroom;
* motivate the pupils to improve the quality of response to correspondence lessons;

- increase in pupils the qualities of self-confidence, initiative, self-reliance and sense of responsibility; and
- build a concept of a teaching team between the S.O.T.A. teacher, the child, the correspondence school teacher and the home tutor.

The child benefits from the feeling that the teacher is close at hand and the knowledge that he or she is being supported by the team approach of S.O.T.A. and P.C.S., and is motivated by hearing the response of his or her peers, to perform well.

(Charleville School of the Air,"Information Booklet", 1986, Page 3.)

There are regularly scheduled class times of half an hour each day for each class of 5 to 12 students. This 30 hours of air time each day is made possible by the use of five studios and four transmitters.

Other measures used to assist in the education of these children at present include a two week camp, sports days, itinerant teachers who visit each family three or four times a year, a loan video scheme and visits by teacher education students from Toowoomba.

Satellite Technology: Two AUSSAT satellites were launched in 1985 covering five basic areas of Australia, together with a national coverage. Families and schools with a suitable receiving dish are able to receive ABC television and radio programs, in many cases for the first time, in most cases with satisfactory reception for the first time. This is known as the Homestead and Community Broadcast Satellite Service (HACBSS) and is the major direct benefit to these isolated families and schools. In the near future they will be able to receive commercial television programs as well.

It is not only the isolated family that has benefited from the new technology, many small schools (some with as few as 10 children) can also benefit from the easy receipt of video resources. On a regular basis educational programs are transmitted during non-peak time and recorded at the earth stations. These can be distributed to a number of schools in the immediate region.

In-service education of teachers is no longer the sole privilege of city-based teachers. The schools or centres which have earth stations can now become their own centres for in-service activities. Typically the group receives live video resources and has a one-way video and audio link with the teacher in Brisbane which is augmented by a return telephone link which makes two-way discussion possible. Another in-service venture is the broadcast to these centres of specific video programs which become the basis for discussions and workshops by the participating groups. This system is also used to communicate curriculum information to the schools.

This video link will be extended in 1987 to include two-way data linkages between computers at suitable centres. This will enable the exchange of text, pictures, messages and computer software. Centres

which do not have suitable earth stations will continue to use telephone lines for this purpose.

The Mount Isa Satellite Trial: This commenced in 1986 in the remote north-west of the state where the mining town of Mt Isa is situated. Eight isolated families with a grade 6 child were selected and they were loaned small two-way earth stations and associated equipment together with an apple computer system. They are linked for 1.5 hours each day with their S.O.T.A. teacher in Mt Isa through voice and data communication through the satellite. Part of the time is spent in group learning activities such as debating and sharing problem-solving tasks. Another half-hour is spent revising and clarifying correspondence material with individual tutoring; In these sessions graphics are sent down to the computer if necessary. The remaining half hour is devoted to two-way data transfer of lesson material and to teacher/home tutor conferencing. Each fortnight there is a special session from Brisbane with live video programs and two-way audio/one-way video discussions. The future developments of this application depend upon the results of the trial.

Sukhothai Thammathirat Open University

1. Location - Nonthaburi, Thailand

2. First students admitted - 1980.

Profile	1980	1984
Age 22 years	94.6%	96.3%
Govt/State employment	85.1%	60.8%
Private sector employment	8.3%	19.3%
Agriculture	.05%	1.1%
Rural (outside Bangkok)	88.6%	83.6%

3. Bachelor degree and non-degree diplomas.

4. Time to degree completion 4-12 years

5. Transfer of credit from institutions allowed

6. Instructional Technology: text, TV, audio tape, computer under development.

7. Admission by a) transfer from other universities
   b) holding secondary school diploma
   c) lower school diploma, 20 yrs. of age, 5 years work experience.

8. Funding: (1985) Government budget 18.3%
   University revenue 81.7%

9. British Open University model has been modified to local conditions.

10. Strong linkages with provincial universities and other institutions to utilize facilities and access to part-time academic staff.

Distance Education in Thailand: The STOU Story

G.A.B. Moore
University of Guelph, Canada

I Origins

Sukhothai Thammathirat Open University (STOU) is Thailand's third venture into providing extended higher education to larger sectors of the population.

. 1933 First "open admissions" system at the University of Moral and Political Science (renamed Thammasat University)
- no entrance examinations, no compulsory attendance.
- assumed conventional system with closed admissions.

. 1971 Ramkhamhaeng University "Open admissions" system
- varied curriculum
- campus-based instruction
- limitations of physical facilities

. 1978 Sukhothai Thammathirat Open University
- first students admitted 1980 with 82,139 enrolled
- admission open to holders of lower secondary certificates, 20 yrs. of age or older and 5 years work experience; holders of secondary certificates or higher degrees
- current enrollment 4000,000+

. mandate to democratize higher education and increase access especially in rural Thailand
. population approx. 50 million, 80% in the country, 47% over 20 years of age
. main instructional media by Text
. supplementary media-radio, TV broadcast and audio cassette
. tutorial sessions in 85 regional and lcoal study centres
. headquarters near Bangkok
. part of Thai higher education system administered by the Ministry of University Affairs.

II Special Characteristics

. Single mode distance education institution
. No classrooms by law
. 10 schools responsible for academic program

- Educational Studies
- Economics
- Agricultural Extension and Cooperatives
- Political Science
- Law
- Health Science
- Home Economics
- Management Science
- Liberal Arts

. Administration and Academic support located in 7 offices

- Office of the Rector
- Office of Academic Affairs
- Office of Educational Services
- Office of Educational Technology
- Office of Registration, Records and Evaluation
- Office of Information and documentation
- Office of the University Press

. Use of course teams and "STOU Plan" Distance Teaching System

. Staff - Academic - 127
- Administrative support - 487

. Cost comparison - open admission costs as percentage of restricted admission

Business Admin. & Commerce	11.35
Natural Science	4.91
Social Science	4.40
Law	3.85
Education	3.4
Humanities	2.13

. fees approx. $50 US per semester.
national average income approx. $600.

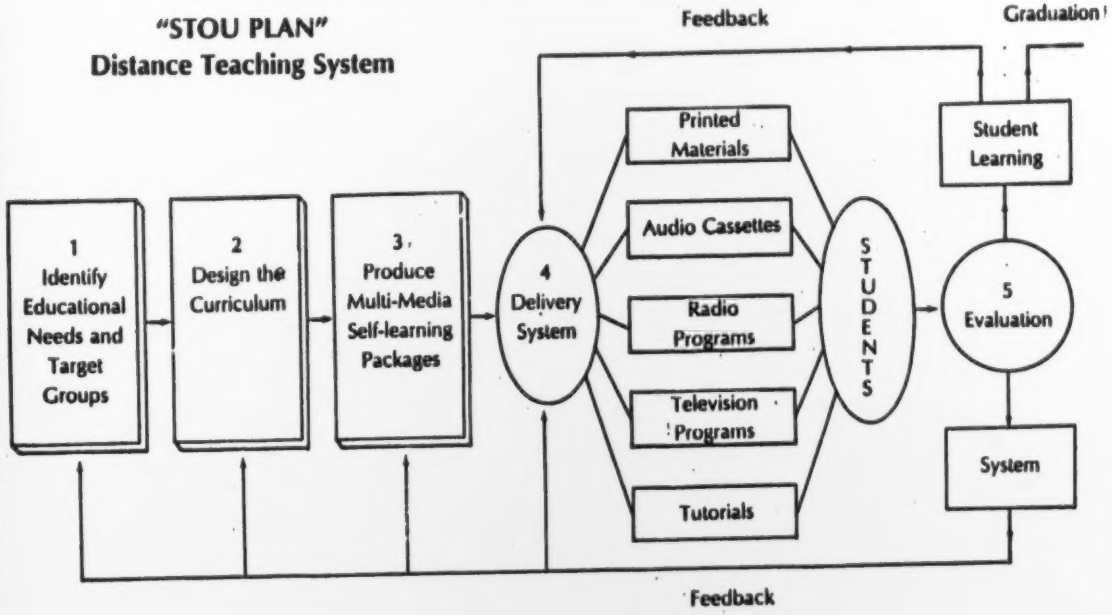
III Lessons Learned

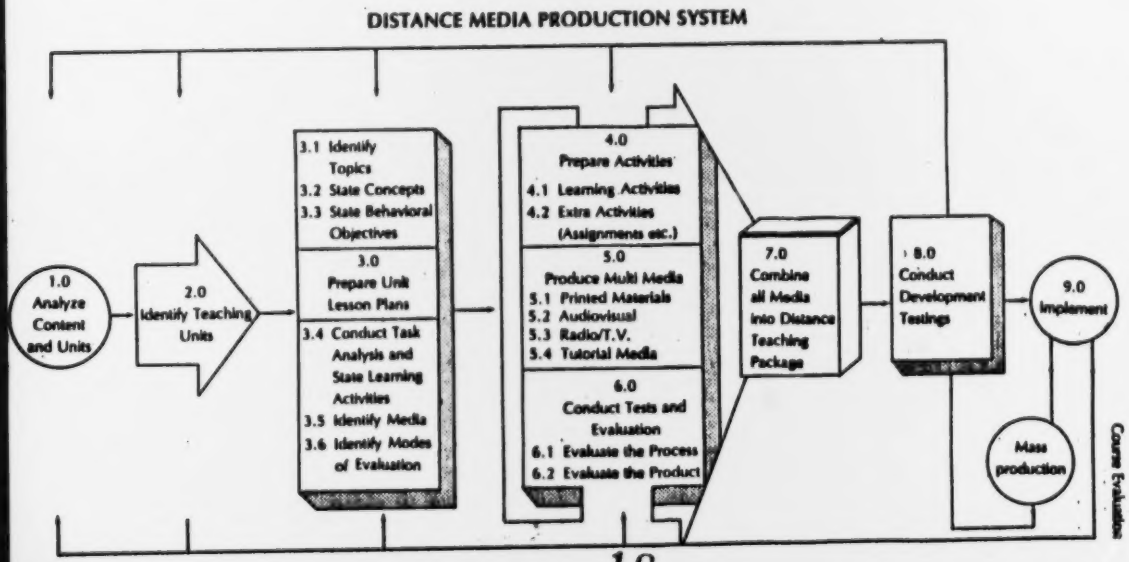
. can reach adults in rural areas
. need for flexible curriculum for both degree & non-degree students
. adults need flexible learning schedules
. facilities of existing institutions are needed to complement centralized delivery
. efficient management systems required
. reduced social costs; no loss in earnings
. distance education less costly
. high failure rates insome courses indicate need to provide improved learning support
. linkages with other institutions domestic and foreign beneficial to growth and development. Signed institutional cooperation agreement between STOU and University of Guelph.

IV Innovative Use of Educational Technology

. Television production facility gift of Japan produces supplementary audio and video program materials
. Pilot project in using micro computer-based testing materials
. Incorporate PSI mastery concepts into course modules is task of current collaborative research with Guelph.
. NAPLS videotex support group established to produce computer test materials in Basic Science, Mathematics and Statistics using

VITAL authoring system.
. IBM supporting project with equipment
. field test in 1987 in 3 rural study centres
. Plans to test computer produced graphics for computer-based tests, inserts into TV productions and as text illustrations.





SUMMARY DATA: TURKISH OPEN EDUCATION FACULTY

LOCATION

The Turkish Open Education Faculty (OEF) is a department of the University of Anatolia, in Eskişehir, Turkey. Eskişehir is located in Anatolia between Istanbul and Ankara.

NUMBERS OF STUDENTS SINCE THE YEAR THE FIRST STUDENTS WERE ADMITTED

1982-83	25,000 students *
1983-84	45,000 students
1984-85	63,000 students
1985-86	100,000 students
1986-87	110,000 students

* Of the original 25,000 enrolled in the first year of the OEF, 9,600 completed the four year program. Of that number, 4,658 passed the final examinations and were graduated in Fall, 1986.

STUDENT PROFILE

Current statistics (1984-85) reveal:
Where students live: cities (54%), towns (27%), villages (19%)
Marital status: single (85%), married (15%)
Employment: working (58%), not working (42%)
Parents' educational background:
Fathers finishing 5th grade (46%), earning postsecondary degree (6%)
Mothers finishing 5th grade (33%), earning postsecondary degree (1%)
No information is available on the relative age and sex of students.

DEGREE AWARDED, INCLUDING SUBJECT MATTER AND AVERAGE LENGTH OF TIME TO COMPLETION

The OEF offers courses leading to Bachelor Degrees in two disciplines: Business Administration and Economics. Unlike the traditional universities which utilize a two-semester system, the OEF is a full year program. Students taking full loads complete their studies in four years.

TYPES OF INSTRUCTIONAL TECHNOLOGIES IN USE

Students learn from a combination of the following methods:

(1) Printed materials: The principal medium of instruction is the correspondence text, which is sent to the students by post.

(2) Television: Regularly scheduled OEF television broadcasts supplement the instruction presented in the written materials.

(3) Radio: Radio broadcasts of English lessons are presented regularly for drill and practice purposes.

((4) Academic Advising Centers are located in 18 cities and 20 student centers. Weekly meetings with instructors are provided in a formal class setting or lecture format. These meetings are both required and optional.

(5) Administrative Centers in 19 cities handle registration and any special problems connected with books or examinations.

DISTANCE EDUCATION IN TURKEY: THE OPEN EDUCATION FACULTY

1. SIMILARITIES OF THE OEF WITH OTHER DISTANCE LEARNING SYSTEMS

a) Population served--students who would otherwise be denied access to higher education.

b) Role of technology--print-based materials supplemented by TV, radio, and face-to-face instruction.

c) Origin of educational problem--to provide higher education opportunities to increase people's status in the workplace.

d) Problems encountered--rapid development of the system, inability to deliver instruction in a timely manner, unequal access to instruction, not enough hours available on TV.

2. DIFFERENCES WHICH MAKE THE OEF DISTINCT FROM OTHER SYSTEMS

a) Emphasis on television though still an inadequate resource (not widespread reception, its relative newness, a single channel, limited broadcast time).

b) Impact of the Higher Education Reform of 1981 on society (creation of the Council on Higher Education, coordination among universities, coordination within universities).

c) Use of state-of-the-art equipment in a developing country.

d) Focus on quantity (numbers of students and teaching units developed, printed, and distributed) and the speed of development.

3. LESSONS LEARNED SINCE THE SYSTEM WAS ESTABLISHED

a) Need to widen access and equalize educational opportunity (through a second TV channel, future use of videocassettes so that students can replay lessons, providing printed materials and videocassettes to non-registered students like prisoners and housewives).

b) Shift of the computer-managed system from the Council of Higher Education to the University of Anatolia.

c) Use of films, slides, graphs, and Kyron computer graphics generator.

4. INNOVATIONS DEMONSTRATING THE CREATIVE USE OF EDUCATIONAL TECHNOLOGY

a) Adaptation of British instructional packages for local use ("Follow Me" and "Follow Through" English language programs).

b) Establishment of two major additional OEF programs:

1) Training Turks in Germany to begin September, 1987.

2) Primary School Teacher Training Project (130,000 enrolled 1986-87).

c) Development of a computer conference at the University of Anatolia to demonstrate the uses of computers in higher education.

d) Establishment of an electronic mail system linking Turkey's universities with universities throughout the world via BITNET.

e) Use of extra-budgetary sources of income (commercial studios at OEF include radio, photography, graphics, and TV).

f) The only TV production facilities in Turkey outside of the government studios produce and broadcast all OEF programs.

g) Integration of printed materials, TV, radio, face-to-face instruction, and study centers for English language programs.

h) Use of wide expertise in course creation and delivery and preparation of examinations.

REQUIREMENTS FOR ADMISSION AND TRANSFER

All students wishing to enter Turkish universities as undergraduates must hold a high school diploma or its equivalent, must take the University Entrance Examination, and must qualify for admission to a department of their choice by scoring the number of marks required by that department. Students must take the University Entrance Examination to qualify for admission to other universities.

TYPES OF STUDENT ASSESSMENT

Students take exams in each course: a mid-term exam, a final examination at the end of the year, and a make-up exam at the end of the summer if necessary.

CONTROL AND FUNDING

All higher education is governed by the Inter-University Board and the Council of Higher Education, which were established in 1981. As part of a public university, the OEF is financed by the state. Each OEF student pays a minimal amount (approximately $12.00) in administrative fees and $35.00 for books.

OTHER INSTITUTIONS USED AS MODELS

The OEF is said to be modeled after the British Open University with its emphasis on printed materials supplemented by television broadcasts and face-to-face instruction. The Turkish system, however, is housed at a conventional university, administered by the Council of Higher Education, and course materials are prepared by the OEF staff.

ORIGINS

The present University's origins began in 1958 as the Eskişehir Academy of Economics and Commercial Science. Then in 1981, as a result of educational changes brought about by the Council of Education (1981-82), the Academy formally became the University of Anatolia. The original Faculty of Communication was integrated into the new Open Faculty of Distance Education in 1982.

VIDEO-SUPPORTED DISTANCE EDUCATION: A USA HISTORICAL PERSPECTIVE

James J. Zigerell
American Association of Community and Junior Colleges

Video-supported distance education did not, despite what some people may think, spring full blown from the head of the British Open University in 1968. The BOU was an immediate success and was emulated the world over because, as a national effort, it achieved a curricular comprehensiveness and realized the benefits that come with economy of scale.

Among the U.S.A. forerunners of the BOU were several shortlived and relatively long-lived TV network-based and institutional regionally-based operations that deserve the attention of distance education specialists. For example, there were two major broadcast network-supported projects: NBC's "Continental Classroom," which ran from 1958 to 1963, and CBS's "Sunrise Semester," which managed to survive from 1963 to 1980.

Another precursor worthy of attention is the New York "University of the Air" that operated from 1966 until 1971. This is a notable effort if only because the conditions that predestined it to failure pretty much typify conditions that flaw U.S.A. distance learning projects generally.

The hardiest of the open broadcast distance learning projects was the Chicago TV College. In fact, TV College was taken as a model by BOU planners. The history of this landmark institution's rise and fall is instructive for distance educators.